

Stone Cross Pre-School Playgroup

Stone Cross Memorial Hall, Dittons Road, Stone Cross, East Sussex BN24
5ET



Inspection date	21 November 2018
Previous inspection date	13 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children's behaviour is exemplary. Highly positive relationships and the excellent level of skill among staff, support children's strong emotional development and self-confidence.
- Communication with parents is good. Parents are pleased with the frequent opportunities provided to discuss their children's learning and progress, and make regular contributions to their assessments.
- There are positive partnerships, including the sharing of information relating to children's daily routines, between the staff at the pre-school and others who share the care of children. Staff support children's move to the next phase of their education, ensuring that children have opportunities to meet new key persons and see their new environment. They share information about children's learning and progress, this helps to support consistency.
- When children start at the pre-school, staff and parents work together to establish children's starting points. From then on, staff observe children as they learn and plan suitable activities to support their progress. Children make at least good progress.
- Staff do not provide children with wide ranging opportunities to extend their already strong knowledge and understanding of cultures beyond their immediate experiences.
- Staff do not regularly extend and challenge children in the numerical aspects of mathematics.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide more opportunities for children to find out about cultures beyond their immediate experiences
- extend children's learning, especially in the numerical aspects of mathematics.

Inspection activities

- The inspector viewed the areas of the premises which form part of the pre-school.
- The inspector held meetings with the nominated person, manager and members of staff.
- The inspector reviewed a sample of documentation relating to children's learning and progress.
- The inspector examined a sample of documents which supports children's safety and welfare, including evidence of suitability checks on staff.
- The inspector and manager observed children at play and discussed the quality of their learning.

Inspector
Jill Thewlis

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are fully aware of the procedures they should follow and the people to contact, if they have a concern about a child's safety or welfare. Leaders regularly seek the views of parents and act on their suggestions. For example, parents now provide snacks to minimise the risk of children eating foods to which they may be allergic. Currently, leaders have plans to improve children's outdoor learning experiences, such as providing an area where they can grow their own produce and observe insects. Regular one-to-one meetings between the manager and staff to discuss their practice and training needs, help to support the excellent promotion of children's personal development, behaviour and welfare. Staff effectively support children who have special educational needs and/or disabilities within the pre-school and, where necessary, children benefit from external professional support. Staff use additional funding effectively to support children's progress.

Quality of teaching, learning and assessment is good

Staff speak to children clearly and repeat words and phrases back to them to encourage their communication and language development. They extend children's vocabulary, such as introducing the word 'hexagon' into a discussion about shapes. A print rich environment and an attractive reading corner help to support children's early reading skills. Children have a wide range of interesting opportunities to practise mark-making skills. For example, they smile delightedly as they run toy cars through the paint to make marks on the paper. They enjoy printing with their fingers and mixing foam with sand. Children learn to use simple tools safely. For example, they cut the dough into cake shapes before putting them into the oven to 'cook.'

Personal development, behaviour and welfare are outstanding

Children have an excellent understanding of routines. For example, they respond to signals for snack time and demonstrate very good social skills, chatting happily about their experiences to their friends and to adults. Children have a superb understanding of healthy eating and know that milk is good for their bones. Staff are highly effective in supporting children's physical development. Children negotiate space skilfully on bicycles and scooters. Staff have recently purchased new equipment to provide children with additional opportunities for balancing. Resources are accessible, and this helps children to be independent and confident in their learning. Children freely explore their environment, showing curiosity and interest. For example, they are intrigued by the different problem-solving activities and show excellent concentration skills as they persevere in completing the puzzles.

Outcomes for children are good

Children are well prepared for the next stage of their education, including the move on to school. Children's level of independence is outstanding. They quickly learn to manage their personal hygiene. For example, they get their own tissues to wipe their noses and dispose of them appropriately. They learn to dress themselves, for example, putting on their own coats. Children begin to learn the initial letters of different objects and to recognise common shapes.

Setting details

Unique reference number	507910
Local authority	East Sussex
Inspection number	10062810
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 3
Total number of places	30
Number of children on roll	35
Name of registered person	Stone Cross Pre-School Committee
Registered person unique reference number	RP905907
Date of previous inspection	13 June 2016
Telephone number	01323 769 053

Stone Cross Pre-School Playgroup registered in 1952. The committee employs six members of staff. Of these, five hold appropriate early years qualifications. The pre-school opens from Monday to Friday during term times. Sessions are from 9.15am to 12.15pm. The provider provides funded early education for two-, three- and four-year-old children.

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